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ABSTRACT

Project IMPACT (Individualized Media Program and Classroom Teaching) was designed to provide the classroom teacher with the services of a media specialist for consultation on methods of improving instruction through the coordinated use of various instructional media. The Project assumed all responsibilities, excluding purchasing, for media-related activities in a North Carolina school system. In this report, the project is evaluated on the basis of questionnaires from students and teachers and on personal talks with principals, teachers, and other administrators in the system. A log book kept by each media consultant served as a record of the year's activities, as did a tally of the number of equipment repairs and projector lamp replacements. The report discusses plans for modifications in the third year of the project and reports on expenditures to date. An appendix contains samples of the questionnaires used to collect data. (JY)

ED042359

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THIRD YEAR
Of Project #5821

INDIVIDUALIZED MEDIA PROGRAM AND CLASSROOM TEACHING

EM008 354

WATAUGA COUNTY BOARD OF EDUCATION
Boone, North Carolina

ED042359

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICROFICHE REPRODUCTION ONLY.

IMPACT

Individualized Media Program

and

Classroom Teaching

Second Year Continuation Grant

(P.L. 89-19, Title III)

ELEMENTARY AND SECONDARY EDUCATION ACT, 1965

By:
Watauga County Board of Education
P.O. Box 112
Boone, North Carolina

FOREWORD

Briefly stated, the primary goal of this project is to be of service to the individual classroom teacher in the implementation of the learning process.

We believe that this is extremely vital in keeping teachers abreast of the vast amount of new material available and the changing techniques of instruction. IMPACT can be the link which serves to help the teachers incorporate these new ideas and materials into their instructional program. Improvement of the classroom teacher, as they provide the type of instructional program necessary for the development of the total child, is the major emphasis of the project.

The work presented herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education and Welfare. We express our gratitude to this office for making this endeavor possible.

TABLE OF CONTENTS

		Page
	Foreword	
I.	ABSTRACT	1
II.	DATA FORMS	2
III.	OBJECTIVES, STRATEGIES, EVALUATION PLAN	9
IV.	CONTEXT	12
V.	CONTINUATION PLAN	13
VI.	DISSEMINATION	14
VII.	EVALUATION REPORT	16
VIII.	BUDGET	37
IX.	APPENDICES	
	Appendix I - Teacher Questionnaire	
	Appendix II - Student Questionnaire	

I. ABSTRACT

We have been pleased with the progress that has been made during the second operational year of Project IMPACT. Although there have been changes from the standpoint of personnel, we feel the program has moved forward. We believe that the primary procedure of IMPACT, the establishment of a one-to-one consultative basis with a teacher, has proved to be very workable. We also see as we begin to evaluate and plan for another year that there is a need for improvement in some areas.

In the following pages we shall try to point out some of the accomplishments and the weaknesses as we ourselves have judged them, and as principals and teachers in the administrative unit have judged the project.

Our internal evaluation will be determined from teacher and student questionnaires, personal talks with principals, teachers and other administrators in the system. Their suggestions will be used in planning for the coming year's activities. The log book, kept by each media consultant, will indicate teacher-consultant activities that the specialists have been engaged in during the past year. This will denote any change in teacher attitude. Equipment repairs and projector lamp replacements will suggest an increased use of media equipment.

The staff of Project IMPACT feels that progress has been made this year in spite of loss of personnel. We have had concerns about the objectives as they were set up for the year. As a result of this a unitary effort has been made to study the original project objectives. We felt that they were desirable and worthy to be retained in the continuation proposal for the third year. Some minor changes were made because with the coming culmination of the project there is a need to emphasize certain specific objectives during the final year of the program.

State Department of Public Instruction
Raleigh, North Carolina 27602
ESEA TITLE III
Application for Continuation Grant

roject Title

Individualized Media Program and Classroom Teaching (IMPACT)

ame of Applicant (Local Education Agency)	Address (No., St., City, Zip Code)
Watauga County Board of Education	P.O. Box 112, Boone, N.C. 28607

ame of County	Congressional District
Watauga	10th

otal No. of Counties Served 1 b. Total No. of LEA's served 1 c. Total estimated population in geographic area served 18,100

mplete the following items only if this project includes construction, acquisition, remodeling, leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

pe of function (Check applicable spaces)

_____ Remodeling of Facilities
_____ Construction of Facilities
_____ Leasing of Facilities
_____ Acquisition of Built-in Equipment
_____ Acquisition of Facilities

me of Project Director	Address (No., St., City)	Phone No. / Area Code
andel C. Cannon	Watauga Co. Board of Education P.O. Box 112 Boone, N.C.	267-2121 704
me of Person Authorized to ceive Grant (Please type)	Address (No.,St.,City)	Phone No. / Area Code
illis A. Moretz	Watauga Co. Board of Education P.O. Box 112 Boone, N.C.	267-2121 704

sition or Title

oordinator, Federal Programs

gnature of Person Authorized to Receive Grant	Date Submitted
	May 21, 1970

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PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

	TYPE OF PAID PERSONNEL	NEW STAFF HIRED FOR PROJECT		
		FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALEN 6
A.	ADMINISTRATION/ SUPERVISION	1		
B.	TEACHER:			
(1)	PRE-KINDERGARTEN			
(2)	KINDERGARTEN			
(3)	GRADES 1-6			
(4)	GRADES 7-12			
(5)	OTHER			
C.	PUPIL PERSONNEL SERVICES			
D.	OTHER PROFESSIONAL	4		
E.	ALL NON-PROFSSIONAL	1	1	
F.	FOR ALL CONSULTANTS PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED 1	(2.) TOTAL CALENDAR DAYS RETAINED 1	

2. PERSONNEL NOT PAID BY TITLE III FUNDS

	TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
		FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALEN 6
A.	ADMINISTRATION/ SUPERVISION						
B.	TEACHER:						
(1)	PRE-KINDERGARTEN						
(2)	KINDERGARTEN						
(3)	GRADES 1 TO 8						
(4)	GRADES 7-12						
(5)	OTHER						
C.	PUPIL PERSONNEL SERVICES						
D.	OTHER PROFESSIONAL						
E.	ALL NON-PROFESSIONAL						
F.	FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED			(2.) TOTAL CALENDAR DAYS RETAINED		

1. School membership, project participants, and teachers in inservice training (projects active during fiscal year)

School Membership		Pre-Kindergarten	Kindergarten	Grades 1-6	Adults (excluding teachers receiving inservice training	Teachers who receive inservice training	Totals
a. Membership of schools served by Title III projects	(1) Public Schools			2191	[redacted]	[redacted]	
	(2) Non Public Schools		30		[redacted]	[redacted]	
b. Number of persons participating in Title III Projects	(1) Public Schools			2191			
	(2) Non Public Schools	[redacted]			[redacted]		

2. Number of participants by selected groups (applicable to figures in items 1b(1) and 1b(2))

	American Negro		American Indian		Oriental American		Spanish-surnamed American (Mex., P. Rican, Cuban descent		Caucasian		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	No.	%
Number of Participants	50								4157			

3. Rural/urban distribution of number of participants served or being served by projects

Participants	Rural		Standard Metropolitan Area		Other Urban
	Farm	Non-Farm	Low-Socio Economic Area	Other	
Percent of total Number served (Based on total in item 1b)	40.5	38.5			21

4. Title III project staff (projects active in fiscal year ending June 30, 1968) personnel paid by Title III funds

Type of Paid Personnel	Staff assigned to Projects (Number)		
	Full-Time in Function	Part-Time in Function	
		At least half-time, but less than full-time	Less than half-time
A. ADMINISTRATION/SUPERVISION	1		
B. TEACHER:			
(1) Pre-Kindergarten			
(2) Kindergarten			
(3) Grades 1-6			
(4) Grades 7-12			
(5) Other			
C. SUBJECT-MATTER SPECIALISTS (Artists, Scientists, Musicians, etc.) other than regular teachers			
D. TECHNICIANS (Audiovisual, Computer Specialists)			
E. PUPIL PERSONNEL WORKERS (Guidance, Counseling, testing, school psychological services, attendance and school social work)			
F. HEALTH SERVICES PERSONNEL (Medical, psychiatric, dental)			
G. RESEARCHERS AND EVALUATORS			
H. PLANNERS AND DEVELOPERS			
I. DISSEMINATORS (Writers, Public Relations Personnel, Editors, etc.)			
J. Other Professional	4		
K. Para-Professional, Education Aides, etc.	1		
L. Other Non-Professional (Clerical, pupil transportation, food service, etc.)		1	

5. Persons directly served by projects active during fiscal year --estimated cost

(Persons and estimated cost may be counted more than once)

Major Programs or Services	Number of pupils by grade level (Public and nonpublic schools)				Number of nonpublic school pupils	Adults (exclude teachers receiving training	Teachers receiving inservice training	Total Estimated Cost
	Pre-Kindergarten	Kindergarten	Grades 1-6	Grades 7-12				
A. Development, Planning, Evaluation or Dissemination Activities								
B. Better utilization of inservice education or instructional personnel								
C. Program for institutional improvement (Organization, administration, management								
D. Education Centers serving a Large Area								
E. Improving or Expanding Curriculums Arts (Music, Theater, etc.)								
Language Arts								
Foreign Languages (classical & modern)								
Mathematics								
Sciences								
Social Studies/Humanities								
Vocational Skills and Attitudes								
Other-Specify								
F. Educational Technology Media Computers								
TV/Radio								
Other-Specify								
G. Improving Classroom Instruction Flexible Scheduling, Individual Instruction		30	2191	1966			210	63,399.
Other-Specify								
H. Remedial and Special Education Handicapped								
Gifted								
Remedial Reading								
Speech and Hearing								
Other-Specify								

	Budget Information		Funding			
	Beginning Day/Mo./Yr.	Ending Date Day/Mo./Yr.	ESEA Title III	Non Fed.	Federal	Total
Cost for Period Covered by Evaluation Report	Sept. 1, '69	June 30, 1970	$ 63,399.00	$	$ 63,399.00	$ 63,399.00
Projected Budget for Period Covered by this Application	July 1, '70	June 30, 1971	$ 63,313.00	$	$ 63,313.00	$ 63,313.00
Projected Budget for Remainder of Federal Funding Period Not Included in this Application			$	$	$	$
	TOTALS		$ 126,712.00	$	$ 126,712.00	$ 126,712.00

III. OBJECTIVES, STRATEGIES, & EVALUATION PLAN

The objectives of the project have been somewhat revised for the third year. The Title III Program Developer and Evaluator as well as IMPACT staff members feel that the objectives for the second year were too general. We have studied the original objectives carefully and have readopted them with minor changes.

A. Objective - To provide individualized services in educational media to the classroom teacher for the purpose of enriching the instructional program.

1. Strategy

a. The classroom teacher will have at his request the opportunity to work, face-to-face, with an Instructional Resource Consultant in developing and enriching his individual instructional program.

b. The Instructional Resource person will advise and recommend solutions to various instructional problems.

c. He will participate in planning, in suggesting practices and being a resource person for the teacher.

2. Evaluation Plan

Each media consultant will keep a daily log of his activities. The log will enumerate goals of the planning sessions, consultant recommendations, and joint resource strategies. The log will point our ways in which individualized services have been provided on a one-to-one or small group basis. Integral to the plan will be follow-up activities to ascertain the effectiveness of the media used to reach the enrichment goals.

B. Objective - To orient the librarian for planning with teachers in using all available material.

1. Strategy

a. The media consultant will plan with the librarians and teachers for the utilization of all materials.

b. The media consultant will emphasize the role that the librarian must assume in encouraging teachers to use all materials in order to meet the needs of their students.

2. Evaluation Plan

Evaluation of this objective will be difficult for the media consultant. Indications of librarian orientation will be felt by the consultant; however, actual measurement can not be determined until after culmination of the project. Attainment of this objective will be dependent upon the work schedule of the librarian and the clerical assistance provided.

C. Objective - To encourage better teaching methods and to change out-moded techniques through increased use of media materials.

1. Strategy

a. The instructional staff will have the opportunity to observe new techniques and methods of presenting an instructional program as it pertains to the individual situation. Demonstrations of good teaching will be presented.

b. By providing teachers with substitute personnel, they will be given the opportunity to visit in other schools to observe some of the new ideas that are now a part of many progressive school systems.

2. Evaluation Plan

This will be based upon teacher participation in workshops. The effectiveness of the workshops will be determined by a check-sheet designed to ascertain the worth of the workshop. A check-sheet will be provided for teacher visitation to determine the value of the visit. Increased use of media materials will be determined from the log and from library circulation.

D. Objective - To provide centralized supporting services to the teaching staff.

1. Strategy

a. The Resource Center will provide the schools within the system with a limited amount of instructional materials such as transparencies, films, audio tapes and various other items which may be ordered by individual teachers.

b. The schools must take more responsibility for providing these materials for the instructional personnel.

2. Evaluation Plan

A circulation record will be kept of all items checked out from the center. Production items such as transparencies, tapes, charts, etc., will be recorded. In addition, equipment repairs will be enumerated. Materials and equipment which the schools purchase from consultant recommendation will be reported for the third year evaluation.

E. Objective - To provide useful, stimulating and informative in-service training programs for the media consultant in the use of educational media.

1. Strategy

   a. Within budget limitations, workshops in media utilization will be conducted by the project staff and by outside personnel who are considered to be outstanding and capable in the field of media.

   b. These workshops and in-service training sessions will be based on the utilization of materials and equipment as it relates to individual classroom teaching. The workshops will demonstrate new and exemplary programs of instruction based on recent research.

2. Evaluation Plan

   A joint report will be filed with the project director as to the knowledge gained from the training program. All workshops for media consultants will be conducted early in the school year to facilitate evaluation.

IV. CONTEXT

IMPACT has assumed all responsibilities, excluding purchasing, for media-related activities within the local agency. The project is coordinated by one vehicle itself - consultation with teachers, principals, the supervisor and the superintendent. The project director has advised the superintendent concerning planning for central purchasing of equipment. He hopes to establish this during the coming year. The director has worked in planning educational specifications for the new elementary units.

The supervisor has worked with the director and the consultants in fulfilling subject area needs in the schools. Thru reorganization of the county office, a closer working relationship with the supervisor will be established.

The director attends the monthly principals' meetings. There he is able to work with the principals on county-wide problems. The consultants advise the principal of their school as to their activities and frequently make purchasing recommendations.

Project coordination with teachers has been mentioned elsewhere in the report.

Comments by teachers within the school system indicate that the project has been extremely helpful. It has become an integral part of the educational endeavor of this school unit. One school in the system hopes to begin a "Lighthouse Project" this coming school year. As a result of Project IMPACT, the personnel involved feel the needs for a full time media consultant. They have included this position in their project proposal. A new library unit in a local school referred to as an instructional materials center, will include a workroom for the media consultant.

Boone is fortunate to be the home of an outstanding regional university, Appalachian State. All staff members received some part of their training at this institution. Appalachian is used as a resource agent by the consultants for materials, equipment, and advice. Additionally, presentations have been made to university graduate classes.

Some contributions to various public agencies and church groups within the county have been made. This consisted of loaning of materials and equipment.

All local resources such as the post office, banks, fire and police departments are used when needed by the consultants.

V. CONTINUATION PLAN

Due to lack of funding, it will be completely unfeasible for the

county to assume local funding. No specific committment has been made. This has been recognized within the project objective by orientation of the librarians to assumption of some media responsibilities. We will recommend that the county allocate money to continue at least two positions. We will continue to seek means of sustaining the program thru local or national foundation support.

Through the efforts of Project IMPACT, we believe the community as a whole has become more aware of the numerous activities which are taking place in the schools. This was evidenced last fall when voters of the county passed a school bond issue and one percent sales tax increase. Lay people have become interested in the total school program for the students of Watauga County as a result of their increased awareness of the activities taking place within the schools.

The awareness for motivating an increase in the excellence of the Watauga County educational program resulted in the assumption of local financing for a formerly federally-funded music program. As parents became aware that the schools would loose their music teachers at the end of the last year, they applied pressure on the local administrative unit for assumption. A music teacher for each school is now part of the yearly budget. We hope that this type of community awareness will function when IMPACT is threatened with extinction.

VI. DISSEMINATION

Thru Project IMPACT initative in establishing a weekly schedule, various articles about school activities have appeared in the local newspaper. It was recently granted an award of commendation by the North Carolina Education Association for its outstanding coverage of school events.

Information on the project has been disseminated to the schools by the director and staff through personal talks at school faculty meetings and through daily contacts with teachers and principals. Early in the year the Administrative Newsletter carried various articles of interest concerning the activities of IMPACT. Recently we began to print our own newsletter. It was felt by staff members that we were not getting certain information to teachers as often as we should and that an IMPACT newsletter would bridge this gap. By highlighting media activities within the schools, it facilitates the exchange of methods and sharing of ideas between schools.

In September 1969 a forty-five minute transparency-video-tape program explaining IMPACT was presented to the library division's meeting at the North Carolina Educational Association district meeting at Avery High School. IMPACT was also among the Title III programs on review at the Innovator's Fair in Charlotte on March 19 and 20.

Three articles explanining IMPACT have appeared in national magazines during this year: Pace Report, August 1969; Educational Informer, September 1969 and Audiovisual Instruction, December 1969 presented the IMPACT ideas to their readers. Many inquiries concerning the philosophy of IMPACT have been received as a result of these.

Part of our dissemination responsibility is to Appalachian State University. Several graduate media students from the university have visited in the schools and have talked with the specialists. Presentation to library science classes have been scheduled to explain our work and our relationship with the librarians. We hope

to become a regular event in the course of library training work. Undergraduate library students frequently visit the schools and are always acquainted with the work of IMPACT.

VII. EVALUATION REPORT

A. Describing the Context of a Program

Project IMPACT, Individualized Media Program and Classroom Teaching, began its second year of operation of August 1, 1969. Five professionally trained educators, known as educational media consultants, and one audiovisual technician began work at the beginning of the school year.

Emphasis of the project is on a one-to-one form of individual consultation between a media specialist and a classroom teacher. As described in Pacesetters E.S.E.A. Title III 1970:

> Media specialists are stationed in each school to help teachers in an in-service capacity to learn to use media in planning and carrying out their lessons... staff members act (sp) as a change agent by instructing teachers in the methods and advantages of using multi-media techniques. A resource center was constructed at the county schools office to house the media materials. Interviews with the school staff and observation by outside consultants indicate that the objectives of the project -- 1) improving teacher skills in media use; 2) developing positive teacher attitudes toward multi-media; and 3) encouraging use of media for planning curriculum--are being met.

The success of the project to a large extent rests upon the shoulders of the media consultants. The consultants, as they work with individual teachers, suggest ways in which the learning process may be improved. By teacher-consultant planning and selection of the proper media to accomplish the objectives of the curricula program, the final educational objective, the student, will have the opportunity to learn from a wider variety of

experiences that appeal to more of his senses. Presentational techniques are vitally important to this process. The media consultant will necessarily be concerned with the proper presentation of media.

Project IMPACT began this year by assigning each media consultant to one or two schools depending on student population of the schools. The assignment was made because of recommendations from evaluators, principals and teachers within the system. It was felt that closer contact with teachers would result in better rapport and utilization of the services of the consultants. This change has brought about the desired goal. More teachers have asked for the services of the media consultant, with the result that more has been accomplished.

The primary purpose of the resource center is production. Most of the equipment is for this purpose. A 16mm projector, tape recorder, and record player are available for emergency use to the schools on a loan basis. Some materials are available for checkout to the classroom teacher. These include films, filmstrips, 2 x 2 slides, reading kits, printed originals, teacher-training materials and resource books. However, we believe that because of certain extenuating circumstances such as cost of materials and county-wide usage, the schools do benefit from the checkout of specific resource center materials.

The following materials have been produced by our printer/technician and media consultants:

Transparencies	1,875
Slides (2 x 2)	1,720
Audio Tapes	136
Viedo Tapes	26
Charts and Posters	222
Worksheets (student)	2,150
Informational Newsletter	600

Much of this material was produced for an individual teacher. By consultant-teacher planning and working on a particular phase of the instructional program, materials are suited to the teacher's goals.

In the first year of operation, many new materials were placed in the resource center for checkout to the schools. After careful consideration, most of these materials were placed in the eight elementary and one high school.

It was thought that if these materials were available within the individual schools the probable result would be more use by the teachers and less confusion because of conflicting requests from various schools.

The in-service workshops have been conducted by each individual media consultant as he works in a particular situation. After successful small group equipment and material workshops the first year of IMPACT, it was thought that the majority of the teachers in the system had become proficient in the operation of standard equipment items. Therefore, during the second year, each consultant has given in-service training when the teacher needed it. Teachers generally are not interested in workshops unless they have a specific objective in mind. All consultants have worked with this phase of our project, but not to the extent that it was carried out last year. If new equipment was purchased by the school, the media consultant would either give individual or small group workshops in its use. Indications are that this plan has worked well. Because of lack of funds for substitute pay, no large group

workshops were conducted during the first six months of the second year's operation. Teachers were not enthuastic about workshops during off-school hours. After months of planning, one workshop was conducted by a member of the state audiovisual department.

We feel that the individual and small group workshops have accomplished much toward achieving our objectives, especially in skill development and teacher utilization.

The media consultants are the key persons in the program. As they work individually with the classroom teachers to improve the instructional program for the learner, we are moving toward the achievement of our objectives. By observation and discussion of the instructional program, the teacher and consultant begin to coordinate and incorporate various media materials which will help to improve the instruction program.

One of our goals has been to create an interest within teachers to use a variety of materials. Whether it be a book, film, record or transparency, the most important consideration is, will it do the job I want done? By having a well-balanced program of instruction, we have some hope of reaching the majority of our students. We must be able to appeal to the senses by which they learn best.

The media consultants have worked with at least ninety percent of the teachers in the schools they serve, in some cases one hundred percent. We must point out here that the degree of consultation could be different with each teacher, however, through even brief individual contact they have been able to

provide a service for the teachers. It may have been just a request to find supplementary materials which were not available in the school; this encounter may then lead to some real in depth work with that teacher.

Because of the enthuastic reception for the media consultant, it has been extremely difficult to limit the service of the consultant at any given time. It is hard to work with more than four people - especially if these people were teaching different grades and working in units that have no relation to each other. However, it may be necessary to limit ourselves more next year in order to institute follow-up activities. We have not always had time to go back and observe the effectiveness of the utilization of the provided materials and the response from the students. More follow-up is definitely needed if time will permit.

Probably no more than forty teachers were willing to work in depth with the media consultant the first year of operation. That number has increased this year. Attitudinal changes have enabled us to reach teachers who did not use our services last year. We could not work with all teachers even if they wanted our help. With a limited staff, we strive to assist those teachers who see the importance of media to their instructional program. Through these receptive teachers perhaps we can influence others who have not seen the need for a variety of media to meet the needs of their children.

B. Describing the Treatment Provided by a Program

Project IMPACT has been concerned this year with helping the individual classroom teacher meet the needs of his students

through the use of varied media.

In general there has been good acceptance of the program this year. Principals, librarians and teachers have indicated that IMPACT has helped them to fill a very basic need in the instructional program. Some have expressed their feelings verbally; others have seen fit to express their confidence in IMPACT through written form.

> ...At the beginning of this year I became frustrated trying to organize my science program using the multiple textbooks. The media specialist and I spent much time planning and organizing materials that could be used with the different books. We found filmstrips, films, transparencies, magazine articles, library books and other materials that supplemented my science program...
>
> ...We especially found the television (video tape recorder) helpful in expressing ourselves orally and appearing before an audience...
>
> ...Many times the average classroom teacher may not be aware of many of the newer teaching aids, how to use them or where to locate such helps--the media specialist has been of immeasurable help in filling this need...
>
> ...Consultation and planning of the classroom teacher and the media specialist have resulted in an enriched teaching-learning situation...
>
> ...Materials she furnished and helped me to make have provided wonderful motivation and enabled the children to work independently through the use of head-sets, tape recorder, and overhead projector. Through these aids the children have enjoyed many satisfying and profitable experiences. Through her efforts a wonderful new exciting world has been introduced to many of the children...
>
> ...The media specialist has been a great help in the library in coordinating printed and non-printed materials. By planning together we tried to make materials readily available and easier to find for students and teachers...

...As a result of the work of this person, instruction has been improved in many curriculum areas through the use of media of various kinds. The presence and use of individualized materials in reading, English, and mathematics has become a reality in many classrooms. On many occasions the principal has utilized the Media Specialist to investigate and preview a variety of materials...

...The 16mm film and slides along with filmstrips have certainly helped enrich our studies. I'm grateful for the helpful and cooperative corps of workers from the center...

...She also went with me to another school to observe their reading program. There we formed our own ideas and opinions about what we needed in our school...

...In trying to evaluate objectively Project IMPACT and the work of the Media Specialist, one must look at the end result of the product--the students. If something helps a child accomplish more, faster, or better, it is beneficial. Such has been the case of Project IMPACT. It has helped the children achieve to the greater degree. The best evaluation for Project IMPACT is the students who have reaped many, many benefits from this program...

...Thanks to the media consultant, the cassette tape recorder is a useful tool to me, not a superfluous gadget...

...This year the media specialist has spent most of her time helping our teachers in the following ways:

1. She meets with individual teachers and with teams of teachers in their planning sessions.
2. After the planning meetings she then spends her time processing and getting together materials for the teachers to use in their units of work.

The media specialist has had more demands than time would permit her to meet. Next year we are going into a program of team teaching and we anticipate that our media person will be even more valuable to us...

...I feel that the media specialist makes a valuable contribution to a school system as a resource person and an aid to new teachers...

...The vast quantities and sources of materials makes it impossible for classroom teachers to keep informed of everything available and have time to instruct children. The media specialist can provide necessary information to the classroom teacher and by planning with the teacher get these materials to the classroom and to the student. This is what our media specialist has done this year. Our instructional program has been strengthened by the service of the media specialist...

...She has gone beyond what was expected of her in helping with materials and in encouraging us to try new ideas. It would have been impossible to implement our program without her help. Through our media specialist, we have secured materials for social studies and science that we weren't aware of having. I have asked for help in specific areas such as map skills and the materials were expertly and quickly supplied. This help has given me more time to spend with the individual student and never have I had more materials to work with...

...She ordered films, filmstrips, and slides from other county schools. The media consultant sought reading materials for a few children who excelled and needed more advanced books. On several occasions she secured audio and video tapes and presented lessons with them for my class...

...Every subject taught in the fourth grade has had some enrichment materials introduced to the teachers or some remedial materials made available. These have required an unlimited amount of time which she gave without any reservations. Always her motto was it was her aim to help reach every child possible in every area possible...

...Each fourth grade teacher has become proficient in the use of every audio-visual machine in the building because of the untiring efforts of the media consultant. Even various problems with the machines have been recognized by the amateurs and some of them even fixed which was otherwise impossible...

...New ideas of preparing individual materials were introduced and no one was overlooked. Those who were interested in learning how to prepare the materials were patiently taught. Others had materials prepared for them...

...Numerous conferences were held concerning the reading program and its individualization. Then various materials were evaluated together and the most suited ordered and distributed to the various levels of reading. Constant observation and coordination was made throughout the year which has helped to make this program one of the most effective ones ever used in my classroom. Materials were moved at intervals to other classrooms and new ones were brought into mine. Evaluation and grading conferences were held thus offering security to each teacher. Without her help it would have been impossible to have met the needs of 40 students in the accelerated group and keep them challenged during the year...

...As a new teacher in this school system, I have relied heavily on the services of the media specialist--she came to my rescue. She, along with the principal, came into my classroom, made a study of the class, determined the needs and designed a program tailored to meet these needs. She continues to follow up her services by gathering new materials for me as other materials are finished...

...Since its beginning in 1968, the program has accomplished these things:

1. It has identified the presence and utility of various kinds of machines and materials that were not familiar for all practical purposes to the school personnel.
   a. By the presence of a media specialist who would go and work side-by-side with a teacher to give her assistance, a feeling of security, and a successful experience in the use of a new learning technique with a group of children.
   b. By the help of technicians who have been able to assist when difficulty arises with machinery or materials.
2. It has helped in the selection, acquisition, and production of adequate materials in the various media in all areas of study.
   a. By discovering voids in the various curriculum areas and suggesting the best types of materials for each.
   b. By ordering materials for preview from the various companies.

c. By making listings of the holdings of the various schools in the county and either copying, borrowing, or recommending the purchase of similar materials if they seem valuable to the program.

3. The greatest help has been contributed when the media specialist works with the classroom teacher in the planning and operation of units of work.
   a. The classroom teacher alerts the media specialist to her area of need.
   b. If there are shortages of materials, she either produces, buys, begs, or borrows whatever the teacher needs and delivers it directly to her. (This has even at times meant boxes from the grocery store for display work.)
4. It has helped to promote the school's effort in school-community relationships.
   a. The specialist has prepared and published articles in the local newspaper.
   b. A photographer has been provided at every request to make records of outstanding events and activities for use at later times.
   c. Assistance has been given in collecting collections of materials from community industries for school display.
   d. Video-tape has been prepared during special events to be viewed by parent groups...

> ...When I entered the teaching profession, I knew very little about the materials and equipment here. The audio-visual specialist has not only shown me how to operate some of this equipment, but she has helped make possible the use of numerous materials to my classroom...

C. Describing, Analyzing and Interpreting Evidence of Changes Induced by a Program

By providing the teachers in this school system with a media consultant - a person who could assist the teacher to develop his

instructional program to reach the individual needs of the students - we are helping to fill a basic requirement in the learning process. Teachers are using more materials and they are using them more effectively than ever before. The media consultant, after being assigned to a school or schools, has found teachers to be most receptive. So receptive, in fact, that the consultants have not had enough time to follow-up many of the activities that they have helped teachers plan. Where the media consultant is working in two schools, it is difficult to arrange a schedule that will have the consultant in the right place at the right time. Time and scheduling are still a problem where only one school is served.

Inherent within the success of the program is a believed weakness. Because there are not enough hours in the day for all activities, it is difficult to ascertain the value of materials which are brought together as a part of a unit of work or a single class presentation unless the media consultant and teacher share in some type of follow-up activities. We will attempt to have more follow-up next year in order to say "we <u>know</u> this will work," rather than "we <u>think</u> this will work."

Many types of interactions take place between the media consultant and the classroom teacher. These are best expressed in the words of the consultants, as they recall from the "daily log" some of the activities which they have been involved in.

> ...Tapes have been made to compliment units. Music typical of Italy was taped because a sixth grade teacher felt that this would help her create an atmosphere for her world history

students. Bagpipe music was taped for a teacher who felt that fifth grade students who had never heard a bagpipe really couldn't appreciate a poem about Scotland. American literature readings were taped to supplement an eighth grade teaching unit on the Civil War...

...Teachers frequently come to me with a specific problem which could be solved by a more adequate vertical file. After listening to their requests, I have ordered free materials for the file which will fulfill their needs. I have been surprised by the more than adequate materials which I have received...

...I have definite plans for the coming year at Parkway. The entire school will be on an individual instruction, team teaching basis. My work will involve much closer cooperation and planning with the teachers, as specific planning periods will be set aside for each team...

...Materially, the principal and I have decided that a concentrated effort should be made to obtain more slides, slides which will help fill the curriculum area gaps. These will be obtained primarily from resource persons within the community who have slides which will meet our learning objectives. I intend to learn more about the resource persons in Watauga County, people who have had experiences which they would be willing to share with our students. I would hope that the third year would only intensify what work I have accomplished within the first two years...

...In addition, fifteen small graflex e-z viewers were purchased for home check-out. Children check these out a 3:00 in the afternoon for home use if they have been given a study assignment by their teachers. Parents and faculty alike are delighted by the reception for this experiment. During the day these previewers are used in the classroom for individual instruction. Most teachers no longer show filmstrips to large groups. The librarian has trained all students in the use of the previewers. Occasionally strips are broken but not often enough to merit concern. Students use not only printed materials for research problems but also filmstrips and transparencies--not to mention the extensive research that goes on in the magazines...

...Recently one of the teachers assigned students reports in conjunction with a study of the human body. He suggested that they make transparencies to help illustrate their project reports. They took his advice! I should have kept count of the transparencies that I helped make--at least thirty! Thus, students, unconsciously perhaps, recognize the advantage of and need for non-printed materials...

...The new library area now under construction will be called an instructional materials center. A work room is being planned for a media specialist--next to the library work room. Working together, we hope to complete a cross-reference catalog for transparencies before the end of this school year...

...During the fall of 1969 the library became a bit of the seashore--a new experience for many of the students. One of the walls became a seascape, complete with a sandy seashore (made from Florida sand) and seaoats. Tables in front of the seascape contained collections of shells, brought in by the students, each named and classified. Students could soon identify many of the shells and distinguish between univalves and bi-valves...

...The spring library unit is focusing on the cultural heritage of the students. Mountain crafts, brought in by the students and displayed in the library, complete for space with student-supplied crafts from other parts of the world. What better way for students to become familiar with their heritage and take pride in their identity? Essentially, here the media specialist functions primarily as a resource person, working to maintain continuity within the unit...

...As a result of a specific inquiry, I ordered thirty slides on the Thomas A. Edison Home in Fort Myers, Florida. These will be used in conjunction with the study of Edison and his effect on the twentieth century. I have also duplicated many slides available from other schools. These are slides which will be used in several subject areas by various levels...

...I believe in what I have done because I believe that learning comes much easier with media. Concepts expressed are suddenly real. One can say that Florida is "tropical" but how

does a mountain child know what "tropical" means and how can he find out short of going there? Only through pictures. A word description of "tropical" is meaningless unless a student can see a picture of a palm tree blowing in the soft trade breezes, or a surfer flying in on a big one. Worlds and horizons suddenly expand. Desires to see and experience for oneself arise. "I want to know more about---". Isn't that what "education" is all about? Project IMPACT has succeeded. It is making an impact and changing a life style. Many accomplishments are intangible...but how do you measure the sudden spark in a child's eye? How can you count the students who "learn" from a film or a transparency? We have a feeling and I hope an unshakeable confidence in the work that we are doing...

...In the beginning of the 1969-70 school year, most of my work centered around the reading program and has continued to do so. The teachers have requested help in the selection, preparation and use of various materials connected with reading. As the year passed, the need for more materials became evident and with the aid of group meetings, we were able to select, acquire and in most cases, exchange materials...

...Since the beginning of the year, I have been included in grade level meetings to discuss the spending of grade level monies. The teachers asked that I help them decide what to buy and in some cases, choose for them...

...Early in the year I worked closely with the teachers of the fourth, fifth, and sixth grades. I have continued to work closely with these same teachers while "branching out" to other grade levels. The primary grades--particularly the second grade--have requested and received help...

...The teacher and I sat down and talked about what her goals were. What was she trying to get across to her students? Would her final goals be reached by using media already present in the school? If the answer to the last question was no, we proceeded to seek out other avenues available to us...

...In setting up the reading program, much planning was needed. New materials had to be ordered and implemented into the classroom. Many planning periods were held with grade level teachers. These periods were used to discuss scheduling of various group work, instruction in the use of new materials and help in individualizing instruction in each classroom...

...There has been a definite increase in the number of students coming to me for help and advice. The first of the year few students asked for help. Since Christmas, committees have scheduled planning periods with me. Our discussion is similar to the ones I have with teachers--asking their goals, objectives, etc. From this, we work together to put media into the classroom...

...Some teachers frequently tended to request "something that I can use to teach about..." with a panic-note in their voices. When teachers were not used to planning ahead, it was very difficult for anyone, even a librarian, to ascertain teaching goals more than two or three days in advance. Any recommendations were merely stop-gap measures. One could only try to work with teachers as they worked and recommend that things might be easier if plans were made for long-range units...

...My task was simplified when, about March 1, Parkway School, through the leadership of the principal, began teaching according to specific unit plans. Each unit was worked up by the two participating grade teachers, the librarian, the music teacher, and the media specialist...

...If I am not in on the planning, teachers will frequently come to me with an outline of what they intend to do for their next unit, and ask me to make recommendations for materials which they or their students might utilize...

...With 1300 filmstrips and 2000 transparencies few subjects are left untouched. Teachers were already using media before my arrival. Most were receptive to me, although all did not utilize my services when I first began working there. The major problem has been to help the teachers utilize the materials properly. This, of course, if one of the reasons for the funding

of IMPACT and is one of its primary objectives. I am attempting to help the teachers understand that the medium is not the message, rather the message is carried by the medium...

...Teachers seem to be sincerely concerned with their student's progress. They will utilize any material which they feel will help in obtaining their goals. With that type of prevailing attitude it is almost impossible to measure an increase in requests. Every resource person is used to the maximum...

...Fifty transparencies were planned and made specifically for the fourth grade social studies program. One transparency of each state showed the major rivers and cities, without the names specified for student identification. To correlate music and social studies, I wrote to each state for a copy of their state song and had these reproduced. The music teacher will use these transparencies when the fourth and fifth graders are studying each particular state...

...Small group instruction has been the predominant factor in teaching the operational procedures of a machine. I have instructed the fourth, fifth and sixth grade teachers in the use of the controlled reader. This involved not only the operation of the machine itself, but the way to introduce and use the reading materials that go with it...

...Cassette tape recorders were purchased this year and naturally instruction in their use had to be done. Working on an individual basis, teachers and I were able to devise ways to make the cassette applicable to small group instruction...

...Because of regularly scheduled library periods, the librarian and I have not been able to work together as closely as I feel we should. We have worked jointly in setting up a much needed transparency file. Until the file was started, transparencies were in the hands of individual teachers. Now, being in one location, all teachers are able to benefit...

...In the coming weeks I hope the librarian will be able to sit in on my planning periods with a faculty member. Her knowledge and experience will be of great value in these meetings and will give her a greater insight into the role of a media specialist...

...The third grade teachers wanted something new and different for their reading classes. Upon my suggestion and recommendation, a miniature library for grade 3, level A was ordered. So much success has been evident that the remaining sets have been requested for purchase next year...

...The filmstrip library at Appalachian is weak in the primary area. After meeting with the first grade teachers, it was decided that "The Family" would be the best set of filmstrips to order. Included in this set is "The Family Has a New Baby" and "What is a Family?"...

...At Blowing Rock School the librarian and I found transparencies, pictures,maps, charts, etc., in drawers, cabinets and on shelves supported by bookends. All of these were housed in the library workroom. None of them were readily accessible to teachers. Teachers had no idea that most of these materials were here...

...In discussing the matter, we decided that all materials should be easy to find and easy to check out. Teachers should be able to browse, locate, check out and return anything they wished to use without consulting anyone. Students should also have access to all materials, with perhaps a little more supervision and guidance. We began to work on what appeared to be an impossible task...

...Our first step was to get all of the transparencies out of drawers, mount them and file them using the Dewey Decimal System. We encouraged teachers to either turn in transparencies they had, or give us a list of them so that we would know everything available in the school...

...During the following weeks we saw a definite increase in the use of the transparencies, printed originals, and slides. Teachers began to find their own materials and check them out. They were thrilled with the new table and the simplicity of the check out system. Having the filmstrips, records, transparencies, slides, study prints, printed originals, and information file in the same area made the location of all materials on a particular unit easy and convenient...

...We met and discussed the effect of the film and its worth. We decided we would like to find out just how much the film had accomplished and how much the students would retain. Using her objectives we made out a short retention survey. This survey we gave to the students in 4 hours, again in 2 weeks, and than again in 2 months. We compiled the figures on a percentage of retention basis. The teacher was amazed and pleased with the results. Now she shows films often and does a good job of it...

...Esentially the retention survey showed that, after four hours 25 out of 36 students retained more than 75% of information. After two weeks 18 of the 36 had more than 75% retention. At the end of two months 20 students showed more than 75% retention...

...Worked with Mrs. Edmisten to plan a fraction kit using individual student kits which Toni made for her. Purchased flannel board kits to use on her flannel board as her students used their individual kits...

...At the request of the principal at Valle Crucis School, I took a teacher to look at the individualized materials being made by Appalachian Elementary School. While there it dawned on me that perhaps this type of material might be the answer for my combination grade teachers. I obtained the cooperation of the principal of Blowing Rock and he found some parents who would donate their services as substitutes for these teachers to enable me to take them to Appalachian to look at these individualized materials. From their observation these three teachers began to get ideas. They went back to their own school and began to dig into their closets to see what they could find to start some individualized files of their own...

...At the beginning of the year, I only received requests from teachers to take their textbooks and list all materials available to them from their libraries to go along with their units for the entire year. I soon had a borrow and loan system going between the libraries of the two schools. The teachers began to cooperate in loaning personal materials to other teachers. We also borrowed from the University library. When we couldn't find materials which met the objectives of the teacher, we bought or made them. We designed transparencies, worksheets, tapes,

flannel board figures, etc., that specifically met certain objectives. We combined types of media to get the point across in as many different ways as possible...

...The librarian and I worked together on the orders. We asked the teachers to give us some suggestions as to needed materials. We surveyed the present holdings to determine the weaknesses in different subject areas. We examined the catalogs to find the materials. We checked with the teachers again to see if these materials would meet their needs, then we compiled the order...

...Students have become more aware of media as a part of the learning process. Records, filmstrips and transparencies are fast becoming a supplement to and an extension of the textbook. They are used for reports, for individual study to satisfy curiosity, and for literary enrichment. The increase in the use of media has come about because materials have been made available...

...Students are using media other than books on their own. Some use the 16mm projector to preview films before showing to the whole class. This is done if a 16mm film is used in a project. Filmstrips are viewed independently daily. Record players and tape records with headsets are used daily by students. Students are learning to use all types of media for individual and small group participation...

...There have been numerous items exchanged among the different schools. Land form models, universe models, transparencies, tapes, recordings, slides, filmstrips, film loops and projectors have been exchanged. Teachers feel like this is a great asset to them because one school is not able to have all the above named materials but they are still available if the teacher really wants them...

The resource center has only a small collection of film, filmstrips, slides, transparencies, etc., but we are pleased that these materials have been checked out a total of 800 times at this point in the school year. About half these requests have been for films. The circulation is limited by the size of the collection. The

numerical circulation is important, but more important is the proper utilization. With the media consultant available to assist the teachers, better use of the material has been assured.

A good indication as to the amount of use media equipment has had this year is the number of projection bulbs replaced and the number of equipment repairs. Approximately 200 bulbs have been replaced this year in equipment ranging from 16mm projectors to filmstrip previewers. Records show that some 80 to 90 pieces of equipment had to be brought to the center for repairs. No record was kept on small repair jobs that could be done in the school, but these were perhaps more numerous that those brought to the center. Only a few pieces of equipment had to be contracted out for repair.

Several pieces of equipment were modified so that they might be better used. In some situations it was advantageous to use a head set with one cassette tape recorder. A junction box was designed which would allow the standard jack to be used. This has facilitated individualized instruction in several schools.

It will be difficult to judge long range effects of the work done by media consultants this year. Indeed we may never know of that boy or girl who through some use of media provided by IMPACT will be able to find his place in tomorrow's world.

The greatest change to be seen is perhaps in the attitude of teachers toward the use of equipment and materials. Only by knowing the situation two years ago could one see the real change that has taken place in such a short period of time. Many teachers

began to use media as an experiment, without having much faith in its effectiveness. Now they are beginning to realize its importance and are looking for meaningful new ways to incorporate media into their instructional program.

Until four years ago, most teachers had little if any audiovisual equipment in their classroom. They might have had a record player. Today in many of our schools it is not uncommon to find a record player, filmstrip projector, and an overhead projector for every teacher. Each school has at least two tape recorders. This equipment usually stays in the classroom where it is easily accessible to the teacher. The purchase of this equipment was made possible because of federal funds and because teachers saw a need for it. Since they have had a media consultant to work with, the equipment is no longer a "gadget", but a vehicle which can be used to help students learn. With the help of IMPACT's media consultants, teachers have been able to plan and incorporate into their instructional program a large amount of materials of which they were not aware or which they could not satisfactorily present to their students in the usual manner. This change could not have taken place in the short time that it has without a great deal of patience, understanding and persistence on the part of the media consultants. Through their efforts the program has been accepted.

Form 10AA-241-1
Rev. 9/69

ELEMENTARY AND SECONDARY EDUCATION ACT OF
PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT

TO: Controller, N. C. State Board of Education
Raleigh, North Carolina 27602

July 1, 1970 (Begin) — June 30, 1971 (End) — (Budget Period)

Name & Address of Local Educational Agency	Submitted By:
Watauga County Board of Education P.O. Box 112 Boone, North Carolina 28607	Name: Randel C. Cannon Date Submitted: May 21, 1970

Functional Classification	Acct. No.	Expense Classifi				
		Salaries		Contracted Services (.3)	Materials and Supplies (.4)	
		Professional (.1)	Non-Professional (.2)			
Administration	100	10,920.00	2,976.00	300.00	200.00	
Instruction	200	30,030.00	6,060.00		3,498.00	
Attendance Services	300					
Health Services	400					
Pupil Trans. Services	500					
Operation of Plant	600					
Maintenance of Plant	700			120.00	350.00	
Fixed Charges	800					
Leasing of Facilities	830					
Food Services	900					
Student-Body Activities	1000					
Community Services	1100					
Remodeling - Under $2000	1220C					
Equipment	1230					
Total Expenditures To Date This Budget Period		40,950.00	9,036.00	420.00	4,048.00	
Negotiated Budget						

CERTIFICATION: This Fiscal Report is hereby certified to be correct. Expenditures included herein were made in accordance with applicable Federal and State regulations for the operation of this project.

Signature of Project Director	Date	Signature of Superintendent
	May 21, 1970	

EDUCATION ACT OF 1965 - TITLE III
PENDITURE REPORT OF FEDERAL FUNDS

30, 1971 , 19
(END) (REPORT FOR MONTH ENDING)

(CHECK ONE)

X	PROPOSED BUDGET SUMMARY
	ESTIMATED EXPEND. REPORT
	FINAL EXPENDITURE REPORT
	MONTHLY EXPENDITURE REPORT

I C. Cannon
May 21, 1970

TITLE Project Director
TELEPHONE NO. 704/267-2121

PROJECT NO. 43-68-5821-1
GRANT NO. ESEA-III-43-70-26
GRANT NO.

ISE CLASSIFICATION

MATERIALS AND SUPPLIES (.4)	TRAVEL (.5)	EQUIPMENT (.6)	OTHER EXPENSES (.7)	TOTAL EXPENDITURES TO DATE	NEGOTIATED BUDGET
200.00	500.00			14,896.00	
3,498.00	950.00			40,538.00	
350.00				470.00	
			7,409.00	7,409.00	
4,048.00	1,450.00		7,409.00	63,313.00	

I WERE

NEGOTIATED BUDGET APPROVED:

ESEA TITLE III STATE COORDINATOR | DATE | CONTROLLER, STATE BOARD OF EDUCATION

18AA-260

STATE BOARD OF EDUCATION
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE III

SUPPLEMENTARY SCHEDULE

ESEA-III-43-70-26
GRANT NO.

Series Account No. 100 - ADMINISTRATION

43-68-5821-1
PROJ. NO.

Expense Class	Name & Title Purpose or Item	Project Time Full	Project Time Part	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
	SALARIES					
	Professional					
.3-00.1	Project Director, 10 mos.				1,092.00	10,920.00
	Non-Professional					
.1-00.2	Secretary, 6 mos.				496.00	2,976.00
	CONTRACTED SERVICES					
.1-00.3	Audit expense					300.00
	TRAVEL					
.3-00.5	Local and out-of-state travel for project director and per diem paid at 9¢ per mile, $15 and $18 per day per diem or as prescribed by the State Board of Education. Estimated at 4,000 miles, 9 days per diem.					500.00
	MATERIALS AND SUPPLIES					
-00.4	100 Rms. - Bond, Mimeograph Paper, white 8-1/2 x 11, 20#	.79 ea.			79.00	
	10 Rms. - Onion Skin Paper,	.82 ea.			8.20	
	10 M - Envelopes #10 white	4.12 ea.			41.20	
	12 Bxs. - Staples				5.85	
	5 gr. - Pencils	3.15 ea.			15.75	
	Postage				50.00	
						200.00
				Total Budgeted Amount		$ 14,896.00

repare in triplicate and attach all three copies to Forms 18AA-241-1 and -2 whenever
hese forms are being submitted as a "Proposed Budget Summary."

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18AA-260

STATE BOARD OF EDUCATION
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE III

SUPPLEMENTARY SCHEDULE

ESEA-III-43-70-26
GRANT NO.

43-68-5821-1
PROJ. NO.

Series Account No. 200 - INSTRUCTION

ense ass	Name & Title Purpose or Item	Project Time Full	Project Time Part	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
	SALARIES					
	Professional					
.1-200.1	Educational Media Specialist, 4 positions, 10 mos.				743.25 ea	29,730.00
.1-200.1	In-service training employment of substitutes, for 20 teachers @ $15 per day					300.00
	Non-Professional					
.4-200.2	Technical Illustrator/Delivery, 10 mos.				606.00	6,060.00
	TRAVEL					
.2-200.5	Local and out-of-state travel for Media Specialist and consulted teachers and per diem. Paid at 9¢ per mile, $15 and $18 per diem per day or as prescribed by State Board of Education. Est. 8,000 miles and 15 days per diem.					950.00
	MATERIALS AND SUPPLIES					
-200.4	100 pkg. - Acetate Dizao		3.75	ea.	375.00	
	25 pkg. - Acetate Thermal		15.50	ea.	387.50	
	100 pkg. - Transparency Mounts		7.95	ea.	795.00	
	4 bxs. - Cut Film		42.00	ea.	168.00	
	30 rls. - 35mm Film		3.65	ea.	109.50	
	1 cs. - Photo Chemicals				55.00	
	10 pkgs - Laminate Material		13.34	ea.	133.40	
	20 pkg. - Acetate - Photo		21.27	ea.	425.40	
	100 rls. - Clear Acetate		1.88	ea.	188.70	
	10 doz. - Felt tip pens		2.72	ea.	27.20	
	30 doz. - Felt tip pens		1.65	ea.	49.50	
	4 gr. - Pencils		7.70	ea.	30.80	
	10 doz. - Masking Tape		3.72	ea.	37.20	
	100 rms. - Tracing Paper		2.50	ea.	250.00	
	50 Rms. - Mimeograph Paper		.79	ea.	39.50	
	2 gr. - Wax Pencils		11.44	ea.	22.88	
	4 cts. - Inks				42.92	
	Professional Books & Magazines				47.00	
	Films, 16 mm				213.50	
	Slides, 2 x 2				100.00	
						3,498.00
					Total Budgeted Amount	40,538.00 $

pare in triplicate and attach all three copies to Forms 18AA-241-1 and -2 whenever se forms are being submitted as a "Proposed Budget Summary."

18AA-260

STATE BOARD OF EDUCATION
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE III

SUPPLEMENTARY SCHEDULE

ESEA-III-43-70-26
Grant No.

43-68-582[illegible]
Proj. No.

Series Account No. 700 - MAINTENANCE OF PLANT

pense lass	Name & Title Purpose or Item	Project Time Full	Project Time Part	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
	CONTRACTED SERVICES					
42-700.3	Contracted services for repair of audio visual equipment.					120.00
	MATERIALS & SUPPLIES					
42-700.4	Replacement needles, tape heads, tubes, wire, etc. for audio visual equipment.					250.00
	Replacement bulbs					100.00
					Total Budgeted Amount	$ 470.00

epare in triplicate and attach all three copies to Forms 18AA-241-1 and -2 whenever ese forms are being submitted as a "Proposed Budget Summary."

18AA-260

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STATE BOARD OF EDUCATION
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE III

SUPPLEMENTARY SCHEDULE

ESEA-III-43-70-26 (GRANT NO.)

43-68-5821-1 (PROJ. NO.)

Series Account No. 800 - FIXED CHARGES

Expense Class	Name & Title Purpose or Item	Project Time Full	Project Time Part	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
	OTHER EXPENSE					
65.1-800.7	Matching Retirement @ 8.95%					4,525.00
65.2-800.7	Matching Social Security @ 5%					2,609.00
62.2-800.7	Workmen's Compensation					275.00
					Total Budgeted Amount	$ 7,409.00

epare in triplicate and attach all three copies to Forms 18AA-241-1 and -2 whenever ese forms are being submitted as a "Proposed Budget Summary."

APPENDIX I

Media Survey Questionnaire for Teachers

A questionnaire was given to a sampling of thirty teachers in the elementary schools during the month of December and then again in late March. Although there was only a short period of time involved between the two questionnaires, some evidence of change has occurred. The following are excerpts from the questionnaire.

Directions: Rate each statement on the scale

Strongly Agree 5 4 3 2 Strongly Disagree 1

5	4	3	2	1	*			
6	14	3			7	Dec.	1.	I can operate all audiovisual equipment in my school reasonably well.
11	15	1			3	March		
11	6	4			9	Dec.	2.	I make regular use of 16mm films, slides, filmstrips and recordings.
16	9	2			3	March		
7	9	4	2		8	Dec.	3.	Materials are frequently re-shown when such re-showing will materially aid pupil learning.
5	14	2	3	3	3	March		
18	2				10	Dec.	4.	Some media equipment is utilized better in subject areas than in others.
16	10	1			3	March		
7	2	2	2	9	8	Dec.	5.	I am able to change projection lamps in the equipment I use.
11	3	6	5	2	3	March		
12	4	4		1	9	Dec.	6.	The media consultant spends enough time with me to be of assistance.
19	4	5			2	March		
15	4	1		1	9	Dec.	7.	Phonograph recordings are best stored in a vertical position.
20	3	2		1	4	March		
18	3			1	8	Dec.	8.	When the voices on an audio tape sound like Donald Ducks', it is being played on the wrong speed.
20	1	2	1	1	5	March		

*No Response

APPENDIX II

Student Questionnaires

Student questionnaires were also given in December and March. These were given to approximately 600 students in grades 4-8. The questions or statements were of the multiple choice or yes-no type. Some students did not respond to all questions. Excerpts from the questionnaire follow.

Dec.	March		
			1. How often do you see a movie?
218	225		a. sometimes once a week
170	203		b. twice a week
8	9		c. everyday
164	125		d. sometimes once a month
			2. Who runs the movie projector:
247	290		a. usually my teacher
318	295		b. sometimes a classmate
2	6		c. the principal
4	6		d. someone from another class
			3. Sometimes a bulb in the projector burns out. What does your teacher do?
206	272		a. usually changes it herself
87	63		b. send for the principal
60	54		c. sometimes she sends for the librarian
122	180		d. waits for the media specialist to fix it
			4. When the picture on the screen begins to jump up and down my teacher
16	12		a. sends for the teacher next door
446	468		b. tries to fix it herself
39	21		c. waits until later to show the film
31	66		d. sends for the principal
			5. After we see a motion picture, we
59	72		a. usually go ahead with other work
15	12		b. sometimes go out to play
479	491		c. almost always talk about the motion picture
			6. We see filmstrips
67	63		a. almost everyday
505	516		b. sometimes
4	7		c. never
463	508	YES	7. The teacher shows some filmstrips that have a record or tape.
94	69	NO	
529	551	YES	8. My teacher like to talk about the pictures as we look at
31	21	NO	them on the screen.
386	410	YES	9. Our class has an overhead projector which my teacher uses
151	143	NO	most of the time.
515	538	YES	10. It is easier to learn when I can see as well as hear what
44	33	NO	we are discussing.